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The Impact Student Behavior has on Learning

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The Impact Student Behavior has on Learning

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An Action Research Project Presented
in Partial Fulfillment of the Requirements
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Abstract

This action research project was conducted to determine if a child's behavior can affect their learning, especially in the area of early literacy. Information from FAST Bridge and the documentation from the "Check In/Check Out" process was used to determine if certain students using this process struggled in the area of literacy. After analyzing the data, it was determined that this certain student that was followed did struggle in the area of literacy and showed signs of emotional and social concerns alongside their behaviors. After the "Check In/Check Out" process was implemented, the student showed academic growth according to the FAST literacy screener.

The Impact Student Behavior has on Learning

It seems as if the expectations of what is expected of a student in all grades have become way higher than ever before. Teachers have noticed a shift in what they are expected to teach, and the standards of each grade level reflect that. Kindergarten is often compared to the new first grade by teachers and even parents. With the higher expectations, conversations have been heightened on the subject of are we pushing our students too much and possibly behaviors are occurring due to those higher expectations. The researcher is curious about how a child's behavior may impact their learning, which seems to be just a loop of the behaviors stemming from the student work load.

A child's behavior can be completely different than the next child's, so the researcher was wondering how the screener and assessment scores look. The researcher has had a different experience in a kindergarten classroom this year in the area of behaviors. She wondered if a student's behavior does affect how they test. If a child's test scores are low in a certain academic area, that could indicate that their behavior during core instruction time is interfering with their learning. There are many different ways that a teacher can manage the behaviors in their classrooms. Students also react to these implementations differently, and changes may need to be made.

Each year a teacher's classroom has different behaviors from the previous years which means that their routines and the way they teach different strategies may be changed. The overall goal of any teacher and any school is to support a student academically and socially and emotionally. A school or district usually has some type of positive behavior implementation in place for their students and this system is the support that teachers rely on. The wonderful thing

about a specific support system is that all staff and all students are aware of this system and everyone knows the expectations. Most students, even in elementary are expected to rotate or travel between different teachers and when students know that all teachers expect the same thing, the success is higher.

Teachers use many different methods to manage their classrooms, including Positive Behavior Intervention System (PBIS). The consideration of classroom management components and possible outside reasons for the child's behavior will be explored as well. Assessments and screeners are typically the same from year to year, so they would be a great indicator of how and if behaviors affect the child's learning. District's across the country use different indicators and screeners on their students to analyze student achievement. These screeners are simply a screener and give teachers to the opportunity to look at each student's successes and the growth they have made. Data is a substantial part of a teacher's instruction and guides the way a teacher's core instruction time may look. Teachers, administration, instructional coaches, and many more take time to analyze each child's data to determine areas of need and areas of success. Formative Assessment System for Teachers (FAST) Bridge is a screener that some may use to collect literacy, math and social and emotional data on their students. This screener is proven to save time for teachers, enable data-based decisions, improve student outcomes, and best of all, it is easy to use. This screener will determine if a child is below, on track or above benchmark in any given area of literacy, math and social and emotional behaviors. This information is analyzed by professionals and instruction decisions are usually made because of this data. This screener does not tell a teacher if a child is being bad or showing behaviors because of a certain something, but it can help determine if a child is suffering in a certain area.

Literature Review

There are many things that have changed in the education setting and one that is noticeable is a child's behavior. The way students behave in a classroom setting could potentially set the tone for the way they perform on an assessment. Teachers use many ways to manage their classrooms and many studies have been done to determine strengths and weaknesses. The influence of efficacy beliefs on teacher performance and student success: Implications for Student Support Services outlines the importance of supporting students with diverse learning needs through developmental and learning theories. "Emotive behavior therapy is very popular because of the way it promotes the instruction and fostering student-teacher relationships" (Warren & Hale, 2016, p. 189). "It appears that teachers who display little confidence in their ability to complete classroom tasks often experience irrational beliefs and heightened or unhealthy negative emotions. Teachers model these thoughts, emotions, and behaviors daily" (Warren & Hale, 2016, p. 189). "Teachers who exhibit unhealthy negative emotions in the classroom have difficulty building strong student relationships, delivering instruction, and managing their classroom, thus often confirming their sense of efficacy" (Warren & Hale, 2016, p. 189). Teachers become more aware of their classroom environment and teacher and student performance develops and succeeds. When teachers give the appropriate learning environment, students can make connections and the impact of their learning shines.

Teacher Stress in the Classroom

The amount of stress that a teacher feels daily has grown tremendously within the last few years in the education world. Teachers have spent a large portion of time and efforts on how we can improve the behaviors of students and the causes of those behaviors. The items

addressed are some reasons behind those behaviors later, and there will be time spent on the feelings of a teacher and their reactions when things are not smooth in their classroom.

“According to this perspective on stress, high classroom demand levels become particularly stressful when teachers also appraise these demands as exceeding their resources for coping.”

“Accurate assessment of teachers’ appraisals of their classroom demand levels and resources could provide critical information about which teachers are most vulnerable to stress, even in similar school environments, that administration and policymakers can use in improving the lives of teachers and their students” (Mccarthy et al., 2015, p. 579).

The environment that students and teachers are in is a huge reason for the way that they are feeling. Not only are students bringing their burdens from home to school, but if their teacher is not in his/her place then those feelings can rub off. The classroom demands and the overbearing amount of resources that are given to teachers can indicate a higher level of stress and those feelings are shared and not always brushed under the rug.

There are two main types of coping strategies: emotion-focused coping helps individual deal with the emotions triggered by the stressor and problem-focused. “Job stress is caused by high levels of demands unless offset by relevant resources, particularly those having to do with control over the work environment” (Mccarthy et al., 2015, p. 580). If the environment that a student is coming from (their home life) is toxic and their safe place (their classroom) is led by a teacher who is not in his or her best place, then they simply are not in their best learning environment. Students who have behavior problems need to be in the best learning environment to succeed on any type of assessment. When teachers think of the students in their classroom, they wonder about all the times that they, themselves, felt the pressure of their job. “Teachers who exhibit unhealthy negative emotions in the classroom have difficulty building strong

student relationships, delivering instruction, and managing their classroom, thus often confirming their sense of efficacy” (Warren & Hale. 2016, p. 189).

Classroom management is not always incentive tickets or clip charts. Classroom management is also taking care of the teacher so that their style of teaching can be done in the best way possible. A teacher who is positive and upbeat is less likely to have students who share out their misbehaviors than those teachers who stick to the script and don’t go above and beyond. “Within the walls of our schools, administrators and teachers alike deal with instructional pressures, behavioral issues, and the evolving world of learning.” (Reno, Friend, Caruthers, & Smith, 2017, p. 423) Many schools are implementing a school-wide behavior model to reduce problems. The culture of a school will carry over to the classroom. The framework of PBIS allows students and teachers to express themselves and help students manage their own behaviors. If students are able to manage and control their own behaviors, then they will be able to perform better in the classroom.

Student Stress in and out of the Classroom

There are different reasons that a student may be acting out or misbehaving. Their home life and the different things that they witness or experience when they are outside of school can be a huge indication and reason for their behavior. There are many students and children who are experiencing depression and anxiety that stem from many different reasons. “Depression is a common and persistent mental illness in children and adolescents and a meta-analysis of 26 epidemiologic studies found prevalence of 2.8 % for children under the age of 13 and 5.6% for age of 13 or older.” (Sun & Wang 2014, p. 2353). Childhood depression can affect the overall mental and physical development of a child and is often associated with the outcomes in adulthood. “Depression in childhood can be masked by behaviors such as oppositional

behavior, aggressiveness, and bed-wetting.” (Sun & Wang 2014, p.2353). Teachers see these signs and behaviors daily, but measuring, predicting, preventing, or ultimately treating childhood depression is of enormous public health significance. “Different methods such as clinical interviews, structured interviews, and self-report questionnaires have been developed to measure depression symptoms.” (Sun & Wang 2014, p.2353) Teachers and administrators are limited to resources to help students overcome these battles and the training is few. School nurses and counselors are a great resource to start with. A child’s depression can stem from many different unthinkable things that they deal with at home. The depression in a child follows through in their school work and will have a huge impact on their motivational level. These few reasons can impact a child’s learning and especially how they perform on an assessment of screener. Their academic status is usually lower than other performing peers. A child’s happiness can play a huge role in how they perform and participate in a classroom setting.

Scott Huebner (2010) states that in order to promote a student’s well-being, we must give attention to the possible conceptual frameworks and associated measurement instruments. There is a hierarchical model that was proposed by Randolph, Kangas, and Ruokamo (2009) that measures four levels of happiness that is given by the person’s quality of life. The first and highest level would obviously be the student’s quality of life. Teachers can measure a student’s quality of life by closely monitoring how the student may come to school, if their parents are interested and involved in their lives, if the student is given the same opportunities as his or her peers, and many other teacher observations. The second level monitors the student’s negative emotions and how often they occur, and the same for positive emotions, and also and global life satisfaction. These characteristics could easily be monitored by how the student is acting in the

classroom. A simple yes/no check list in each subject area or schedule of the day on if the child is showing these different emotions. The third level digs into the student's personal life and studies their reactions to their specific life domains, such as family, friends, self, living environment, and school. Are these students excited to see either their family or friends, what do they say about them? Do they make comments about themselves? Teachers do a lot of "all about me" work in kindergarten and that unit is great for learning about the student's life and who is in it. The fourth level includes areas like school satisfaction, school climate, student engagement, and academic achievement. All those areas can be monitored through check lists, observations, and assessments and screeners of the child. This assessment should provide a clear understanding of all areas of the child. If a teacher does not have access to this type of assessment, these levels could easily be done on their own. Of course, time and prep work would need to be taken care of, but when it comes to the well-being of a child anything can be tried. Teachers often use and make up their own types of assessments to monitor the reason for a child's behavior. The help of Area Education Agencies or equal resources is always available.

Linking Student Behaviors to Student Success in the Classroom

After a professional teacher has made the decision to follow a student deeper into their educational career, they often link the student's behaviors to their academic success. This of course is not the same outcome for all students, but there often is a trend. If a student has a great relationship with reading and often chooses leisurely reading, then the student is likely going to score well on any assessment of screeners. "Adolescents' reading skills play a crucial role in their educational success as most curriculum subjects use text-based materials for study" (Mcgeown, Duncan, Griffiths, & Stothard, 2014, p. 548). Reno, Friend, Caruthers, and Smith, (2017) go on to explain what is already known. If a child is a struggling reader, they are often

less motivated to read independently. If the child is less likely to read independently, then they are more likely to continue to struggle.

The low academic achievements will often lead to negative behaviors. If these habits continue and the child is not given opportunities to change at a younger age, then they are more likely to continue in this rut. Teacher motivation and early interventions are the ingredients for success for these students. Reno, Friend, Caruthers, and Smith, (2017) study the relationship between elementary students participating in Tier II behavioral interventions in a school-wide PBIS site and their growth in reading and math achievement on the STAR Reading and Math assessments was on students who were identified by teachers. These students were unable to meet school-wide behavior expectation. There were significantly more male students and students of color that were identified by teachers as needing PBIS Tier II interventions. A Pearson correlation and two sample t-test were used to analyze the possible relationship between the students' participation in the PBIS Tier II behavior interventions and their reading and math academic achievement according to the students' scaled score gains on the STAR reading and math assessments. The impact of the PBIS Tier II was analyzed by the teachers and that is important because the teachers were the deciders of which students were to be intervened. The results according to the mean scores for the STAR assessment, those that participated in the Tier II behavior interventions scored lower in the STAR Reading assessments, and those that participated in Tier II behaviors interventions scored lower in the STAR assessments administered in the fall with a scaled score mean of 239.67 as compared to non-participants at 304.22. The Tier II participants had lower scores as compared to their peers.

Teachers and administration are aware of the importance of early intervention in both academic and behavioral areas. Many schools have built an action plan for both areas of

academics and behaviors. These action plans are well thought out and complement each school district, their needs, and the resources they have access to. A child's success in the classroom often goes hand in hand with the way that they behave and their behavior can stem for many different reasons.

Resources for Teachers and Administrators

There are different resources available for teachers and administrators when inquiring the area of behavior and each grade level requires different types of attention. Kindergarten is the foundation and early education has the advantage when it comes to instilling positive behaviors and breaking any bad habits. Positive Behavioral Intervention System is a framework that consists of interventions and supports for school to encourage good behavior. PBIS is a prevention of the behavior not a punishment for the behavior. Teachers and students have both responded positively to the framework. The school uses PBIS to teach students about behavior just like any other subject is taught.

A school's culture is very important, and the culture of the school will trickle down to the culture of the classrooms inside the school. "Further analysis of school culture is critical when examining the PBIS framework due to the fact that school culture influences student behavior and student academic success." (Reno, et al 2017, p. 426) Teachers and administration have flocked to the process of PBIS. PBIS gives teachers the opportunity to share a system the same way and the response is only positive. PBIS is simple, set simple behavior expectations and praise students who are setting an example. This resource assists teachers with classroom management and helps to set the tone of a school's culture. "Defined culture is all that we do in education, including curriculum, instruction, administration, and assessment." (Reno, et al 2017, p. 426) The PBIS framework is a guideline to help a school set a preferred culture. A

school that is struggling with consistent discipline can adopt a school-wide intervention plan with the help of PBIS. Often times a child's behavior can stem from lack of movement and a great deal of research has been conducted on children during this early age of development.

There are so many researched resources available to teachers to help students get their jitters out. Brain breaks are an easy way to incorporate movement into the classroom. "Also known as "brain breaks," these kinetic intermissions typically last less than 10 minutes and allow students to perk up or calm down, depending on the situation." (Whitmer, 2014)

Teachers use brain breaks to give students to opportunity to release and when students are able to release, they are able to bypass behaviors and learn.

It is developmentally appropriate for students to be engaged in learning with the help of movement. Giving a child the opportunity to move helps prevent students from connecting movement to learning. There are many ways that a teacher can incorporate movement into their classrooms. For example, teachers can start their day off with some type of gross motor activity and this will give children an insight to their day. Transitions and before and after lessons are always great moments to stop and do stretching or running in place. Learning through movement is a child's preferred way of learning.

Teachers often make connections to learning and using song and rhyme is a popular choice. "Learning through rhyming and singing is a key element in building a good foundation for learning to read. Songs and rhymes aid retention and also help children learn skills." (Frimpong & Adu, 2018) The idea of using music and rhymes is not a new resource. Teachers have been using this strategy for decades. Children at such a young age thrive off of communication and being sang and read to, unfortunately, a lot of our students comes to school with little exposure to this. Teachers have a great opportunity to use song and rhyme

throughout their school day, especially as children are transitioning, playing, working, or learning a new skill. “Song and rhyme also help build vocabulary and pre reading skills which help children to begin to learn to read.” (Frimpong & Adu, 2018) Song and rhyme will help strengthen students in the area of academics and improve their behaviors.

Methods

Participants

This action research project was conducted in an elementary school consisting of kindergarten and first grade classrooms. There is only one focus student who participated in the Check In/Check Out process. This student was in a classroom with a diverse class that was shared between 23 total students. This one student was the only student who participated in the process, so with the behavior data already collected, it was easy to compare the students screener scores to determine if their behavior could possibly be getting in the way of their learning. This student showed concerns in both the academic and behavior area at the start of the school year. This student is a kindergarten boy who did qualify for special education supports in the areas of reading, math, and behavior. By the end of the school year, the student had made so much growth that conversations of dropping special education goals in the area of reading and math was brought up. Behavior was still a concern at the end of the school year, even considering the growth that was made. The school that is participating in the check in/check out protocol is new to the process. The general education teacher who is collecting the data is just learning about the process and decided to only have one focus students. The student that is enrolled in the process is a student who shows great concern in the area of behavior. All teachers involved with this student believe that his behavior is what is causing his academic struggle.

Data Collection

The focus of this project is to determine if a child's behavior can affect their academic learning, especially in the area of literacy. In order to collect efficient data, the analysis of a student's behavior log at school and their academic success was taken into consideration. The data that was collected only took place from March 2019 to May 2019. The teacher had tried many different behavior interventions with the help of her Area Education Association and the student's special education teacher. A penny chart, classroom goals, and peer motivation were all implemented. The teacher stuck to the PBIS policies and tried many example lessons with this child. The teacher was always aware of the check in/check out process, but because it was new to her, she hesitated to try it. This school district and school has vowed to implement PBIS and the Check In/ Check Out process in the Fall of 2018. Training for staff and teachers was conducted before the school year started. For academic data and behavior collection, this school also uses FAST Bridge. The district has used FAST Bridge for a while, but just recently started collecting data in the area of behavior by using SAEBRS.

When a teacher is having trouble with a certain student in the area of behavior, the Check In/ Check Out process can be started (See Figure 1 for an example). This process allows extra conversation between the teacher the student, and the counselor on the student's behavior throughout the school day. The teacher has the privilege to determine when the observation is most needed and other teachers are encouraged to put their input in as well. The daily progress report is very student-teacher friendly. The school has decided on an 80% daily goal. The teacher simply keeps track of smiley faces earned out of the total amount to get their percentage. A teacher's goal is to always make connections with their students and hopefully have those personal conversations throughout the school days. The check in/check out process

gives the teacher the opportunity to address certain behaviors of concern. The process gives the students the opportunity to be in charge of the conversation which will help them understand they are in charge of their behavior as well. The personal notes that the teacher can leave on the form are always great conversation starters, especially if the adult having the conversation was not with the student during that given time. The data collected is analyzed and hopefully some pinpoints can be recognized. Students usually have times throughout the day that are more of a struggle to get through. A child may feel insecure during the literacy block or they may show more behaviors during lunch or recess because those times are not as structured. These areas will be flagged as a concern and interventions will take place. The conversation between the student and their teachers need to be specific and the child needs to understand his or her areas of concern. If they are aware of their areas of concern, they will understand that the teachers will be looking for improvement the following days. The process does not just point out the areas of concern, the form can help indicate where and when a child is blooming. These positive conversations are always encouraged. All students in this PBIS school understand and can tell what being respectful, responsible and safe looks like in all areas of their school. Lessons have been provided to teachers and are encouraged to share continuously throughout the school year. The lessons were not created for a one-time use, they can be retaught over and over whenever it is necessary. Most teachers in the school do some sort of morning message and utilize that time to share the PBIS lessons and review what being respectful, responsible and safe looks like.

CHECK IN - CHECK OUT

Daily Progress Report

Name _____

Date _____

| | I AM RESPECTFUL | I AM RESPONSIBLE | I AM SAFE | Teacher Initials |
|--|--------------------|---------------------|-----------|---------------------|
| | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | |
| | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | |
| | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | |
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| | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | |

Daily Goal: _____ **Points Received** _____ ÷ **Possible Points** _____ = _____ %

Did I meet my goal? YES or NO

Student Signature: _____

Parent Signature: _____

Figure 1. Daily Progress Report for Check In/ Check Out process.

Findings

Data Analysis

The Check In/Check Out process was recommended for this student to see if data could possible grow in the academic area. The hope would be that the student and teachers would see growth in both academic and behavior area. The participant's academic data was analyzed for the entire school year. The Check In/ Check Out data could only be analyzed from March 2019 through the end of the school year because that is when the student started the process. Figure 2 shows the student's academic literacy growth throughout the entire school year in comparison to their peers.

| Fall 18-19 Kindergarten Benchmark= 34 | Fall 18-19 Testing Status | Winter 18-19 Kindergarten Benchmark = 52 | Winter 18-19 Testing Status | Spring 18-19 Kindergarten Benchmark = 65 | Spring 18-19 Testing Status | Change from Fall to Winter (Adequate = 18) | Change from Winter to Spring (Adequate = 13) | Change from Fall to Spring (Adequate = 31) | Made Adequate Yearly Growth (Composite) |
|---|-------------------------------|--|-------------------------------|--|-------------------------------|--|--|--|---|
| 31 | AR | 49 | PAR | 57 | PAR | 18 | 8 | 26 | NO |
| 41 | AP | 60 | AP | 70 | AP | 19 | 10 | 29 | NO |
| 35 | AP | 57 | AP | 69 | AP | 22 | 12 | 34 | YES |
| 34 | AP | 55 | AP | 70 | AP | 21 | 15 | 36 | YES |
| 38 | AP | 54 | AP | 67 | AP | 16 | 13 | 29 | NO |
| 30 | AR | 46 | PAR | 60 | PAR | 16 | 14 | 30 | NO |
| 27 | AR | 36 | PAR | 45 | PAR | 9 | 9 | 18 | NO |
| 37 | AR | 57 | AP | 70 | AP | 20 | 13 | 33 | YES |
| 31 | AR | 55 | AP | 62 | AR | 24 | 7 | 31 | YES |
| 32 | AR | 50 | PAR | 58 | PAR | 18 | 8 | 26 | NO |
| 32 | AR | 53 | AP | 59 | AR | 21 | 6 | 27 | NO |
| 33 | AR | Moved Out of the District | | | | | | | |
| 39 | AP | 59 | AP | 73 | AP | 20 | 14 | 34 | YES |
| 33 | PAR | 53 | AR | 58 | PAR | 20 | 5 | 25 | NO |
| 38 | AP | 57 | AP | 63 | AR | 19 | 6 | 25 | NO |
| 40 | AP | 59 | AP | 69 | AP | 19 | 10 | 29 | NO |
| 29 | AR | 53 | AP | 65 | AP | 24 | 12 | 36 | YES |
| 30 | AR | 60 | AP | 73 | AP | 30 | 15 | 45 | YES |
| 32 | AR | 59 | AP | 70 | AP | 27 | 11 | 38 | YES |
| 39 | AP | 60 | AP | 75 | AP | 21 | 15 | 36 | YES |
| 34 | AP | 52 | AP | 58 | AR | 18 | 6 | 24 | NO |
| 30 | AR | 47 | PAR | 53 | PAR | 17 | 6 | 23 | NO |
| 45% proficient 10 out of 22 students | 59% of students are AR or PAR | 76% proficient 16 out of 21 students | 29% of students are AR or PAR | 52% proficient 11 out of 21 students | 48% of students are AR or PAR | Average Change = 20 | Average Change = 10 | Average Change = 30 | 43% of students made adequate yearly growth |

Figure 2. FAST data analysis

, Figure 2 breaks down the FAST screener scores of each student. The circled data belongs to the student followed for this study. The student's literacy composite screener score was significantly below benchmark in the Fall of 2018. The benchmark for composite in the Fall of

kindergarten is 34 and this student scored a 29 and was second from the bottom in comparison of his peers. This student's score did improve greatly for the Winter screener. The benchmark for the Winter kindergarten is 52. This student was still considered to be on watch with the bubble score of a 53.

The teacher was still battling behaviors and did not see much of an improvement in participation when it came to core instruction. After many conversations and meetings with the school counselor the Check In/Check Out process was put into place for this student. The process was not set up for this student until early March 2019, but huge growth in his behaviors were noticed in the last few months of school. This student's composite screener score jumped from a 53 to a 65 and made an adequate year's growth. The student finished the year with nothing but smiley faces on his daily progress report and his morning and afternoon meetings with both the teacher and the counselor were a complete change from the start of the process.

This student benefited from the positive reinforcement and can now participate and learn during core instruction time. The goal that this school has for their check in/ check out students is that they meet 80% of their goal. The teacher just simply calculates the number of smiley faces the student received out of the possible amount. The student quickly caught on to how the process worked and that smiley faces had to be earned. The student who participated in this process changed their daily percentage to 80% or above within a week's time. The student was very concerned about their chart and often reminded the teachers to mark the chart.

Discussion

Summary of Major Findings

The findings of this study indicate that the amount of stress that a teacher feels has increased tremendously. Educators continue to receive more to their workload than they ever

have and the weight of it all takes a toll on a teacher's mind and body. The environment that a teacher provides for their students can often be the medicine to their disease. Students are experiencing depression and fighting unthinkable battles more and more. These burdens put a limitation on learning and bring out unwanted behaviors in the classroom. There are more similarities that link the way a child behaves and what their environment and background is. Children respond better when they are in a classroom that allows opportunity for brain breaks, moving, and rhyming and singing. Both students and teachers see success when their environment is structured, stress free, and safe.

Limitations of the Study

One of the limitations of this study would be that there is not another student's data to compare. Since the teacher only collected data on the one student with behavior needs in her classroom, we have no other students to compare to. Another limitation could be the time. This teacher didn't start the check in/ check out process until late into the school year and we only have a few months of data to analyze. The student reacted positively to this process, but what would happen if a student didn't react the same way? The teacher understand that this process may not work for every child, but this is just one more resource for a teacher to have in their tool belt.

Further Study

Further studies looking into if a child's behavior has an effect on their learning, may want to collect data on more than one student. This research was done by using the combination of FAST screener scores and the PBIS check in/ check out process. There are many different screeners and resources that can be used to determine if a child's behavior does impact their learning abilities. Further studies may want to observe in different classrooms to compare their

data. This one study does not answer the question, but it does validate how important it is for a teacher to communicate with their students and build meaningful relationships with them.

Conclusion

The findings of this study do not fully suggest that a student who shows behaviors in the classroom will likely struggle in the area of literacy or any academic area for that matter. The check in/check out process is another resource and tool for a teacher to utilize and share. This study does validate other teachers who have experienced similar situations and may also share some insights. Researchers who are interested in minimizing behaviors in their classroom in hopes for a better academic outcome should conduct their own research similar to the methods used in this study. Teachers will need to modify the study to the need of their own classroom. Kindergarten teachers may find that more movement and brain breaks are needed than a teacher at a high school level. Elementary school teachers may benefit from the Daily Progress Report more than a secondary teacher, but the main concept of daily progress reports and conversations with the students remain the same. There are many resources for teachers in early education to use for behavior intervention. These resources can be used for the whole class such as, music and movement. PBIS is a resource that is used for a class-wide intervention, but the Check In/Check out process gives the teacher and students opportunities for those one on one intervention times. Teachers model the behaviors in their classrooms and often times lessons are retaught to emphasize the importance of them. Teachers spend a large portion of their time at the beginning of the school year and before and after long breaks to reteach PBIS lessons and certain standards and skills that show lack of retention.

Teachers are the main structure when it comes to classroom management and how the students are allowed to behave in their classrooms. In order for a teacher to manage and excel in

the classroom, their mental health should be monitored. Teachers are prone to stress and depression and if the teacher is not healthy, then the classroom is not healthy. Though a teacher's mental health does not have full control of how students behave or how they perform, they are there to support their students and provide interventions for improvement in both areas of academic and socially and emotionally behaviors. Through this action research project, we have found that both students and teachers are capable of experiencing mental health concerns and those concerns can transfer over to their work in the classroom. The findings from this action research as well as the information gathered in the literature review are important for educators to understand.

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